



Guide to Reports High School Tests

Fall 2004

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Introduction

This guide was developed to assist educators in understanding and using the Fall 2004 Michigan Educational Assessment Program (MEAP) test results.

Enclosed in your shipment of reports are essential report summaries to provide information on the status and progress of Michigan's students. These reports are intended to reflect the data needed to meet the expectations of state and federal legislation. In accordance with these mandates, separate results for special education and non-special education students are included with summary reports.

Tables 1 and 2 on the following pages list the summary reports in the sequence they occur within your District and School packets. Included in the tables is a brief purpose statement for each report and a list of the student populations represented in the summary. Detailed descriptions of summary reports and key components are provided in this document as well.

The Office of Educational Assessment and Accountability welcomes your comments and feedback. We are committed to providing Michigan educators, parents and other stakeholders an assessment program of the highest quality and reliability.

TABLE 1
Fall 2004 District Reports – MEAP High School Tests

Separate reports are provided for all students, non-special education, and special education students.

Title of Reports	Purpose
Comprehensive Report District Summary	Grade-level summaries for each school and content area show the percentage of students who scored at each performance level. A comparison mean is provided at both the district and state levels.
Content Analysis Report Grade Summary	Summary score information is provided for each grade by content strand for each school in the district.
Content Analysis Report Grade All Summary	Summary score information is provided for combined grades by content strand for each school in the district.
Demographic Analysis Report District Summary	A summary breakdown of scores by demographics and educational program categories is provided for each grade and content area.

TABLE 2
Fall 2004 School Reports – MEAP High School Tests

Title of Reports	Purpose	Reported Populations
Comprehensive Report School Summary	A comparative set of mean scale score information for grade, district, and state. All content areas and levels of performance are reported.	Separate reports for all students, non-special education, and special education students
Comprehensive Report List by Student	Summary score information for each MEAP content area for each student tested by grade level and building.	All Students
Comprehensive Report Grade Summary	Grade-level summary by test form of scores for all classrooms or groups identified by the school.	All Students
Demographic Analysis Report School Summary	A comparative set of mean scale score information for grade, district, and state. All content areas and levels of performance are reported.	Separate reports for all students, non-special education, and special education students
Demographic Analysis Report Grade Summary	Summary breakdown of scores by demographics and educational program categories for each grade in all content areas.	Separate reports for all students, non-special education, and special education students
Item Analysis Report Multiple Choice Constructed Response	A description of each multiple-choice and constructed-response item on the test, including the primary Michigan benchmark measured by each item. This report shows the percentage of students selecting each response and indicates item statistics summarized by classroom or group, building, district, and state.	Class, school, district, and state
Content Analysis Report School Summary	A comparative set of mean score information for grade, district, and state. All content areas, content strands, and levels of performance are reported.	Separate reports for all students, non-special education, and special education students
Content Analysis Report List by Student	Specific content information for each student, including total raw score points, percent of points correct, scale score, and performance level.	All Students
Content Analysis Report Grade Summary	Grade-level summaries of results by content areas and content strands for all classrooms or groups identified by the school.	All Students
Content Analysis Report Grade All Summary	All-grade summaries of results by content areas and content strands.	All Students
Student Report	Printed for individual students in back-to-back format, this report provides a detailed description of each student's performance in the content areas tested on the MEAP.	All Students
Student Record Label	Summaries of individual student performances in all content areas in label format.	All Students

Section 1 Scoring

Criteria set by Michigan educators are used to score all MEAP tests.

Machine-Scoring Process

Multiple-choice test items are scored by computer. In responding to these items, students must select the one best answer from the four choices in order to get the item correct. Each item is worth one point. There is no penalty for guessing. Multiple responses and omitted items are scored as incorrect.

Handscoring Process

The writing assessments and constructed-response items requiring short or extended written responses in other content area assessments are evaluated by human scorers. The technique used in English language arts and social studies is holistic scoring, the most widely used scoring method for large-scale assessments. Guided by precise criteria, scorers review a response for an overall or “whole” impression and assign a score. Extensive professional practice and research have refined and validated the critical steps that ensure consistency in holistic scoring. Because these are large-scale, high-stakes assessments, MEAP staff has taken every step possible to minimize scoring subjectivity.

Measurement Incorporated has been hired as the contractor for the handscoring process. Two independent, college-educated scorers score all MEAP written responses. Before they are permitted to score student responses, scorers receive extensive training and must pass a qualifying test. If they do not pass, they are dismissed.

During the scoring process, periodic quality control checks are in place to ensure that scorers are evaluating responses consistently.

There are a number of other control measures taken to promote scoring consistency and quality. Every writing test is read and evaluated by at least two scorers. The second scorer never sees the score given by the first scorer. If the first and second scores are not exactly the same or adjacent (within one point), the response is sent to a third scorer with more training and experience for resolution. However, the training and qualifying processes are so thorough that third readings are infrequent.

Scorers are trained to evaluate writing, not writers. Scorers are trained to ignore extraneous factors such as neatness and to focus on the strengths of responses rather than the weaknesses.

Specific score point descriptions and sample student papers are available at the MEAP web site (www.michigan.gov/meap).

Handscoring the Writing Assessments

While evaluation of the writing is based on each piece as a whole, all of the following aspects of writing are considered: ideas and content, organization, style (sentence structure, vocabulary, voice) and conventions of writing (grammar, usage, mechanics, spelling). Writing must be legible enough to be scored; otherwise, penmanship is not a factor in the student’s score. On the following pages you will find an overview of the English language arts (ELA) test and additional scoring information about tests in the other content areas.

**Scoring the English Language Arts (ELA) Test
High School Test
Fall 2004**

Writing (Part 1 – Sessions 1 & 2)

- Part 1 – Session 1: **Writing from Knowledge and Experience.** Responses are scored using a holistic 6-point writing rubric.
- Part 1 – Session 2: **Reporting and Reflecting.** Responses are scored using a holistic 4-point writing rubric.
- Each piece of writing in Session 1 and 2 is scored by two independent scorers.
- **The scores are added together for a total possible score of 20 points for writing.**

Reading for Understanding (Part 2A)

- Part 2A consists of two reading passages and 25 multiple-choice comprehension items. Each item is worth one point.
- There are 9 within-text, multiple-choice items after each passage followed by 7 cross-text items.

Response to the Reading Selections (Part 2B)

- This cross-text, extended-response item is scored by two independent scorers with a holistic 6-point rubric
- The two scores are averaged together for a total possible score of six.

The scores from Part 2A and Part 2B are added together for a possible total of 31 points for reading.

Integrated English Language Arts (ELA) Score – a “Partial Compensatory Model”

- ELA scale scores are calculated by averaging each individual student’s reading and writing scale scores (e.g., a student with a 530 reading scale score and a 500 writing scale score has an ELA scale score of 515).
- ELA performance level cut scores are determined by averaging the scale score cuts for reading and writing. (See the MEAP website for “MEAP Score Categories and Scale Score Ranges.”)
- The Met/Exceeded performance levels for the integrated ELA (R+W) score require students to do well on the reading and writing tests.
- Scale scores and performance levels are both taken into account when determining the integrated ELA score.
- A student must have a valid score on both reading and writing to obtain an integrated ELA score. A student receives a valid score for reading or writing if any multiple-choice or constructed-response item is attempted in an answer folder.
- The listening portion of the ELA test is not counted in the integrated ELA score because it is an optional test.

Listening

- The listening portion is not offered during the fall test cycle.

**Michigan Educational Assessment Program
Integrated English Language Arts Assessment
High School Test**

**Part 1: Writing – Session 1 Writing from Knowledge and Experience
Rubric and Condition Codes**

- | | |
|--|---|
| <p>6 The writing is exceptionally engaging, clear, and focused. Ideas and content are thoroughly developed with relevant details and examples where appropriate. Organization and connections between ideas are well controlled, moving the reader smoothly and naturally through the text. The writer shows a mature command of language including precise word choice that results in a compelling piece of writing. Tight control over language use and mastery of writing conventions contribute to the effect of the response.</p> <p>5 The writing is engaging, clear, and focused. Ideas and content are well developed with relevant details and examples where appropriate. Organization and connections between ideas are controlled, moving the reader through the text. The writer shows a command of language, including precise word choice. The language is well controlled, and occasional lapses in writing conventions are hardly noticeable.</p> <p>4 The writing is generally clear and focused. Ideas and content are developed with relevant details and examples where appropriate, although there may be some unevenness. The response is generally coherent, and its organization is functional. The writer's command of language, including word choice, supports meaning. Lapses in writing conventions are not distracting.</p> | <p>3 The writing is somewhat clear and focused. Ideas and content are developed with limited or partially successful use of examples and details. There may be evidence of an organizational structure, but it may be artificial or ineffective. Incomplete mastery over writing conventions and language use may interfere with meaning some of the time. Vocabulary may be basic.</p> <p>2 The writing is only occasionally clear and focused. Ideas and content are underdeveloped. There may be little evidence of organizational structure. Vocabulary may be limited. Limited control over writing conventions may make the writing difficult to understand.</p> <p>1 The writing is generally unclear and unfocused. Ideas and content are not developed or connected. There may be no noticeable organizational structure. Lack of control over writing conventions may make the writing difficult to understand.</p> <p>Not ratable if:</p> <p>A off topic</p> <p>B illegible</p> <p>C written in a language other than English</p> <p>D blank/refused to respond</p> |
|--|---|

**Michigan Educational Assessment Program
Integrated English Language Arts Assessment
High School Test
Part 1: Writing – Session 2 Reporting and Reflecting
Rubric and Condition Codes**

- 4** The written response demonstrates the ability to reflect critically on a provided piece of writing. Ideas are supported by specific examples or details from the provided piece. Organization and form enhance the central ideas and move the reader through the text. The voice and tone are authentic and compelling. There may be surface feature errors, but they do not interfere with meaning.
- 3** The written response demonstrates the ability to reflect on a provided piece of writing. Ideas are somewhat supported by examples or details from the provided piece. Organization and form are appropriate and present the ideas coherently. The voice and tone support the ideas conveyed. Surface feature errors may be noticeable.
- 2** The written response demonstrates some ability to reflect on a provided piece of writing. Ideas are supported with limited details and examples from the provided piece. The voice and tone may be inappropriate or uneven. Surface features may make the writing awkward to read.

- 1** The written response demonstrates the attempt to reflect on a provided piece of writing. Ideas may be presented as generalizations about the writing sample. There is little discernible shape or direction. There is little control over voice and tone. Surface features may make the writing difficult to read.

Not ratable if:

- A** copies and/or revises student sample, making no connection to the question asked
- B** insufficient, off-topic, illegible
- C** written in a language other than English
- D** blank/refused to respond
- E** summarizes the student sample, making no connection to the question asked

**Michigan Educational Assessment Program
Integrated English Language Arts Assessment
High School Test
Part 2B: Reading – Response to the Reading Selections
Rubric and Condition Codes**

- | | |
|---|--|
| <p>6 The student effectively synthesizes and applies key ideas, generalizations, and principles from within each reading selection to support a position in response to the scenario question and makes a clear connection between the reading selections. The position and connection are thoroughly developed through the use of appropriate examples and details. There are no misconceptions about the reading selections. There are strong relationships among ideas. Mastery of language use and writing conventions contributes to the effect of the response.</p> <p>5 The student makes meaningful use of key ideas from within each reading selection to support a position in response to the scenario question and makes a clear connection between the reading selections. The position and connection are well developed through the use of appropriate examples and details. Minor misconceptions may be present. Relationships among ideas are clear to the reader. The language is controlled, and occasional lapses in writing conventions are hardly noticeable.</p> <p>4 The student makes adequate use of ideas from within each reading selection to support a position in response to the scenario question and makes a connection between the reading selections. The position and connection are supported by examples and details. Minor misconceptions may be present. Language use is correct. Lapses in writing conventions are not distracting.</p> <p>3 The student makes adequate use of ideas from one reading selection OR makes partially successful use of ideas from both reading selections to support a position in response to the scenario question. The position is developed with limited use of examples and details. Misconceptions may indicate only a partial</p> | <p>understanding of the reading selections. Language use is correct but limited. Incomplete mastery over writing conventions may interfere with meaning some of the time.</p> <p>2 The student makes partially successful use of ideas from one reading selection OR minimal use of ideas from both reading selections to support a position in response to the scenario question. The position is underdeveloped. Major misconceptions may indicate minimal understanding of the reading selections. Limited mastery over writing conventions may make the writing difficult to understand.</p> <p>1 The student does not take a position on the scenario question, but makes at least minimal use of ideas from one or both of the reading selections to respond to the scenario question or theme, OR minimally uses ideas from only one of the reading selections to support a position in response to the scenario question. Ideas are not developed and may be unclear. Major misconceptions may indicate a lack of understanding of the reading selections. Lack of mastery over writing conventions may make the writing difficult to understand.</p> <p>Not ratable if:</p> <p>A retells or references the reading selections with no connection to the scenario question or theme</p> <p>B off topic</p> <p>C illegible/written in a language other than English</p> <p>D blank/refused to respond</p> <p>E responds to the scenario question with no reference to either of the reading selections</p> |
|---|--|

In addition to the holistic scores, students receive feedback in the form of comments on two of the extended responses on the ELA assessments, Writing From Knowledge and Experience and Response to the Reading Selections. Numerical codes representing the following comments appear on the Content Analysis Report.

MEAP ELA Writing Comment Codes (Part 1 – Session 1)

Parameters for adding comments to the holistic scores

- No comments for condition codes.
 - Limit of two comments per paper.
1. Lacks focus on a central idea.
 2. Demonstrates limited control over sentence structure, vocabulary, and/or conventions.
 3. Needs details and examples to adequately develop the ideas and content.
 4. Lacks coherent organization or connections.
 5. Needs richer development of the central idea with some additional relevant details and examples to get a higher score.
 6. Needs tighter control of organization and/or the connections among ideas to get a higher score.
 7. Needs greater precision and maturity of language use to get a higher score.
 8. Earned the highest scorepoint of 6.
 0. Represents a highly competent response.

MEAP ELA Reading Comment Codes (Part 2B)

Parameters for adding comments to the holistic scores

- No comments for condition codes.
 - Limit of two comments per paper.
1. Lacks a position or does not support a position with examples from the reading selections.
 2. Lacks clarity, which causes confusion.
 3. Needs examples and details from the reading selections to adequately develop the position.
 4. Supports the position with examples and details from only one reading selection.
 5. Does not make a connection across the two reading selections.
 6. Contains misconceptions about the content of the reading selections.
 7. Needs richer support of the position with some additional examples and details from the reading selections.
 8. Needs greater precision and mastery of language use.
 9. Earned the highest scorepoint of 6.
- Represents a highly competent response.

MEAP Score Categories and Scale Score Ranges
Fall 2004 – High School Tests

Important Note: The scale score cuts and ranges for levels 3 (500-Basic) and 2 (530-Met Michigan Standards) are consistent across grades and content areas. Cut scores for level 1 fluctuate slightly from year to year and for each content area and grade. The raw scores associated with all cut scores will also fluctuate slightly from year to year. It is not possible to earn a score between the highest Level 2 and the lowest Level 1 score.

MATHEMATICS	High School	Level 4 Not Endorsed (≤ 499)	Level 3, Endorsed At Basic Level (500 – 529)	Level 2, Endorsed Met MI Standards (530 – 627)	Level 1, Endorsed Exceeded MI Standards (632 – 982)
SCIENCE	High School	Level 4 Not Endorsed (≤ 499)	Level 3, Endorsed At Basic Level (500 – 529)	Level 2, Endorsed Met MI Standards (530 – 632)	Level 1, Endorsed Exceeded MI Standards (636 – 1113)
SOCIAL STUDIES	High School	Level 4 Not Endorsed (≤ 499)	Level 3, Endorsed At Basic Level (500 – 529)	Level 2, Endorsed Met MI Standards (530 – 589)	Level 1, Endorsed Exceeded MI Standards (594 – 738)
ENGLISH LANGUAGE ARTS	HST Reading	Level 4 Not Endorsed (≤ 499)	Level 3, Endorsed At Basic Level (500 – 529)	Level 2, Endorsed Met MI Standards (530 – 595)	Level 1, Endorsed Exceeded MI Standards (602 – 715)
	HST Writing	Level 4 Not Endorsed (≤ 499)	Level 3, Endorsed At Basic Level (500 – 529)	Level 2, Endorsed Met MI Standards (530 – 548)	Level 1, Endorsed Exceeded MI Standards (554 – 578)
	HST Total ELA*	Level 4 Not Endorsed (≤ 499)	Level 3, Endorsed At Basic Level (500 – 529)	Level 2, Endorsed Met MI Standards (530 – 571)	Level 1, Endorsed Exceeded MI Standards (578 – 646.5)
	HST Listening	Not Administered in Fall 2004 cycle		Not administered in Fall 2004 cycle	

*There are two parts to the ELA scoring process. Both scale scores and performance levels are taken into account in determining the integrated ELA level. Students must score at or above the cut score and a level of 2 or 1 in reading and writing to earn a level 1 ELA score. Students must score at or above the cut score and a level 3 or higher in reading and writing to earn a level 2 ELA score.

Section 2

Report Descriptions

Comprehensive Report (Figures 1a, 1b, 1c)

The Comprehensive Report provides summary score information for each MEAP content area for each student tested by grade level and building. This report identifies the student's demographic information. The test form, scale score, and the performance level earned by the student on each content test are provided.

Section A contains the title of the report, the grade level reported, and the test cycle. The school district and school building names and codes are also provided.

Section B lists each student's Unique Identification Code (UIC) in the left-hand column, followed by the student's name.

Section C provides the student's gender and ethnicity and also indicates if the student is classified as Limited English Proficient (LEP), Formerly LEP (FLEP), Special Education (SE) and/or Less than Full academic year (LTF). Definitions of the abbreviated Field Codes are provided at the top of the report.

Section D lists all MEAP tests, but scores are provided only for the tests taken. The first column under each content area lists the test form taken. The second column lists the scale score the student received, and the final columns under each content area provide the level the student obtained relative to Michigan standards and Score Codes. Definitions of the Field Codes, Score Codes, Scale Score Ranges, and Levels are provided at the top of the report.

Section E (1b) provides a grade-level summary by test form of scores for all classrooms or groups identified by the school. The

number of students, the percent of students who *met the standards* (a total of Level 1 and Level 2) and the percent of students falling in each performance level category for each content area are indicated. Note that this is a two-page document. Summaries for mathematics, science, and social studies appear on the first page, while the English language arts summaries are contained on the second page.

Section F (1c) is a comparative set of mean scale score information for grade, district, and state. In compliance with federal and state mandates, separate reports are now provided for three groups of students – all students, non-special education students, and special education students.

Figure 1a

MEAP	Comprehensive Report - Public Grade 12 List by Student Fall 2004
	01002 Pleasantville Public Schools 10003 Central High School



Field Codes	
UIC	Unique Identification Code
Gndr	Gender
Eth	Ethnicity (See Guide to Reports)
LEP	Limited English Proficient
FLEP	Formerly LEP
SE	Special Education
LTf	Less Than Full Academic Year
F	Form: B-Operational, C-Emergency
%M	Met/Exceeded Standards: Level 1, 2 or M

SS = Scale Score	
	Form B
Mathematics	74 - 982
Science	73 - 1113
Social Studies	272 - 738
Reading	368 - 715
Writing	458 - 578
ELA	413 - 646.5

Score Codes		Levels	
A	Not Tested - Absent	1	Exceeded Standards
E	Unethical Practice	2	Met Standards
NA	Not Available/Indeterminate	3	At Basic Level
N	Nonstandard Accommodations	4	Not Endorsed
S	Standard Accommodations		
U	Unable to Participate		
BD	Blank Document		
NV	No Valid Attempt		
*	Not Included in Summary		

Central High School - Comprehensive Report - Grade 12																											
UIC	Student Name	Gndr	Eth	LEP	FLEP	SE	LTF	Mathematics			Science			Social Studies			Reading - R			Writing - W			ELA (R+W)			Listening	
								Form	Scale Score	Level	Score Codes	Form	Scale Score	Level	Score Codes	Form	Scale Score	Level	Score Codes	Form	Scale Score	Level	Score Codes	Form	Scale Score	Level	Score Codes
1111111001	ANDERSON, MIKE	F	5	C				B	531	2	B	494	4	B	462	4			B	536	2						
1111111002	BEECHAM, THOMAS L	F	5						B	536	2																
1111111003	CHARLES, GUSTAV	M	3						B	444	4																
1111111004	CHRISTIAN, SANDRA F	F	5																	B	521	3					
1111111008	CRUISE, JACQUELYN M	M	5					B	528	3	B	517	3	B	527	3	B	543	2	B	521	3	B	533.5	2		
1111111876	DIXON, FREDERICK	F	5								B	571	2														
1111111005	DOE, JOE A	M	5					B	531	2																	
1111111006	DOE, JILL R	M	5					B	525	3	B	469	4				B	508	3	B	518	3	B	513.0	3		
1111111029	EDWARD, CHARLES M	F	5					B	575	2																	
1111111030	FOWLER, MARY M	M	5					B	511	3	B	504	3														
1111111031	GOPAL, RAM J	M	5			X													B	494	4						
1111111032	HARRIS, EDWIN J	F	5																B	506	3						
1111121099	IBARRA, TODD R	M	5					B	541	2	B	565	2				B	526	3								
1111131048	JACKSON, MARY J	F	5					B	468	4	S	B	487	4	S		B	480	4	B	512	3	B	496.0	4		
1111111033	JACQUES, CHRISTOPHER M	F	5								B	562	2						B	536	2						
1111661067	JEFFERSON, SCOTT J	F	5					B	489	4	B	465	4	B	495	4	B	551	2	B	512	3	B	531.5	2		
1111111986	KRONER, DAVID D	M	5			X		B	547	2									B	524	3						
1111111012	LEWIS, CAROL M	F	5					B	476	4							B	530	2	B	506	3	B	518.0	3		
1111111013	MORGAN, PETER J	F	5					B	448	4				B	462	4	B	535	2	B	512	3	B	523.5	3		
1111111345	PAGE, EMMA E	M	5																B	524	3						
1111111015	PAT, TREVOR J	M	5											B	454	4	B	464	4								
1111111014	PAUL, JOHN E	M	5																B	554	1						
1111113108	PETERSON, ASH J	M	5								B	497	4						B	518	3						
1111341081	PICHAJ, PICHUYA	M	5					B	672	1	B	628	2	B	554	2	B	547	2	B	542	2	B	544.5	2		
	QUARTER 031387, MIKE	5																	11.5	3	7.0						
1111111016	REIS, PIRI M	F	5					B	472	4	B	469	4				B	503	3	B	506	3	B	504.5	3		
1111111017	REYNOLDS, JOSHUA	F	5								B	511	3						B	518	3						
1111111018	ROE, JANE L	M	5					B	511	3	B	507	3				B	530	2	B	512	3	B	521.0	3		
	SMITH, DAVID J	F	5					B	435	4	B	487	4														
1111111025	SMITH, ELSIE L	M	5																B	500	3						
1111111026	SMITH, ELIZABETH M	M	5					B	555	2	B	469	4														
1111111027	STOWE, HARRIET L	F	5								B	511	3														

Figure 1b

MEAP	Comprehensive Report - Public Grade 12 Summary Fall 2004		Field Codes		SS = Scale Score		Levels	
	01002 Pleasantville Public Schools 10003 Central High School		UIC Unique Identification Code Gndr Gender Eth Ethnicity (See Guide to Reports) LEP Limited English Proficient FLEP Formerly LEP SE Special Education LTF Less Than Full Academic Year F Form: B-Operational, C-Emergency %M Met/Exceeded Standards: Level 1, 2 or M		Form B Mathematics 74 - 982 Science 73 - 1113 Social Studies 272 - 738 Reading 368 - 715 Writing 458 - 578 ELA 413 - 646.5		1 Exceeded Standards 2 Met Standards 3 At Basic Level 4 Not Endorsed	

Central High School - Comprehensive Report - Grade 12 Summary																									
Grade	Form	Mathematics								Science								Social Studies							
		SS	n	%M	% Level 1	% Level 2	% Level 3	% Level 4	SS	n	%M	% Level 1	% Level 2	% Level 3	% Level 4	SS	n	%M	% Level 1	% Level 2	% Level 3	% Level 4			
Grade	12	B	499	76	25	1	24	33	42	511	67	33	0	33	31	36	477	19	16	0	16	11	74		
Grade	12	All	499	76	25	1	24	33	42	511	67	33	0	33	31	36	477	19	16	0	16	11	74		



Figure 1c

Field Codes	
SS	Scale Score
n	Number of students
%M	Percent Met or Exceeded Michigan Standards Level 1, 2, or M
<10	No scores provided if <10 students

Levels	
1	Exceeded Standards
2	Met Standards
3	At Basic Level
4	Not Endorsed

Central High School - Comprehensive Report - School Summary																							
			Reading - R							Writing - W							ELA (R+W)						
Grade	Form		SS	n	%M	% Level 1	% Level 2	% Level 3	% Level 4	SS	n	%M	% Level 1	% Level 2	% Level 3	% Level 4	SS	n	%M	% Level 1	% Level 2	% Level 3	% Level 4
School Grade	10	B	<10							<10							<10						
District Grade	10	B	548	14	79	0	79	14	7	530	17	76	6	71	18	6	540.1	13	85	0	85	8	8
State Grade	10	B	545	2,990	80	1	78	17	3	527	3,234	54	2	51	43	3	536.2	2,951	69	0	68	29	2
School Grade	10	All	<10							<10							<10						
District Grade	10	All	548	14	79	0	79	14	7	530	17	76	6	71	18	6	540.1	13	85	0	85	8	8
State Grade	10	All	545	2,990	80	1	78	17	3	527	3,234	54	2	51	43	3	536.2	2,951	69	0	68	29	2
School Grade	11	B	<10							515	11	45	0	45	36	18	<10						
District Grade	11	B	513	41	39	0	39	22	39	502	39	26	0	26	23	51	505.8	35	31	0	31	23	46
State Grade	11	B	540	4,220	70	2	69	20	10	525	4,964	51	4	47	41	7	533.1	4,023	62	1	61	30	8
School Grade	11	All	<10							515	11	45	0	45	36	18	<10						
District Grade	11	All	513	41	39	0	39	22	39	502	39	26	0	26	23	51	505.8	35	31	0	31	23	46
State Grade	11	All	540	4,220	70	2	69	20	10	525	4,964	51	4	47	41	7	533.1	4,023	62	1	61	30	8
School Grade	12	B	517	29	38	0	38	38	24	517	76	24	1	22	64	12	512.6	24	17	0	17	58	25
District Grade	12	B	516	65	37	0	37	34	29	517	163	30	1	29	57	13	510.0	53	17	0	17	53	30
State Grade	12	B	518	7,059	37	0	37	38	25	519	18,469	33	0	33	57	10	514.6	5,388	21	0	21	57	22
School Grade	12	All	517	29	38	0	38	38	24	517	76	24	1	22	64	12	512.6	24	17	0	17	58	25
District Grade	12	All	516	65	37	0	37	34	29	517	163	30	1	29	57	13	510.0	53	17	0	17	53	30
State Grade	12	All	518	7,059	37	0	37	38	25	519	18,469	33	0	33	57	10	514.6	5,388	21	0	21	57	22
School Grade	NA	B																					
District Grade	NA	B																					
State Grade	NA	B	518	23	52	0	52	17	30	516	27	26	0	26	59	15	523.1	16	44	0	44	38	19
School Grade	NA	All																					
District Grade	NA	All																					
State Grade	NA	All	518	23	52	0	52	17	30	516	27	26	0	26	59	15	523.1	16	44	0	44	38	19

Comprehensive Report – District Summary (Figure 2)

The Comprehensive District Report provides summary score information by MEAP content area for each school in the district. A separate section of the report is provided for each test form used. A comparison mean is provided at both the district and state level following the scores for each test form. In compliance with federal and state mandates, separate reports are now provided for three groups of students – all students, non-special education students, and special education students.

Section A contains the title of the report and the test cycle. The school district name and code are also provided.

Section B lists each school's name, the grade being reported, and the form of the test students used. District and state information are provided for each test form.

Section C lists all MEAP tests. Note that subject area reports are spread over two pages. The first column under each content area test gives the mean scale score (SS) the school received for that content area. The second column shows how many students took that test (n) using the specified form. The third column under each content area provides the percent of students that met or exceeded Michigan standards (M%). The last four columns present a percentage breakdown by performance level (1-4).

Figure 2

MEAP	Comprehensive Report - Public District Summary	
	Fall 2004	
	01002 Pleasantville Public Schools	



Field Codes	
SS	Scale Score
n	Number of students
%M	Percent Met or Exceeded
	Michigan Standards
	Level 1, 2, or M
	<10 No scores provided if <10 students

SS = Scale Score	
	Form B
Mathematics	74 - 982
Science	73 - 1113
Social Studies	272 - 738
Reading	368 - 715
Writing	458 - 578
ELA	413 - 646.5

Levels	
1	Exceeded Standards
2	Met Standards
3	At Basic Level
4	Not Endorsed

Pleasantville Public Schools - Comprehensive Report - Grade 12 District Summary																							
			Reading - R							Writing - W							ELA (R+W)						
			SS	n	%M	% Level 1	% Level 2	% Level 3	% Level 4	SS	n	%M	% Level 1	% Level 2	% Level 3	% Level 4	SS	n	%M	% Level 1	% Level 2	% Level 3	% Level 4
Grade	Form		517	29	38	0	38	38	24	517	76	24	1	22	64	12	512.6	24	17	0	17	58	25
Central High School	12	B	509	16	31	0	31	31	38	506	15	13	0	13	53	33	507.1	15	13	0	13	53	33
Northern High School	12	B	520	20	40	0	40	30	30	520	22	40	0	40	50	10	508.6	14	21	0	21	43	36
Western High School	12	B	516	65	37	0	37	34	29	517	113	30	1	29	57	13	510.0	53	17	0	17	53	30
District Grade	12	B	518	7,059	37	0	37	38	25	519	18,469	33	0	33	57	10	514.6	5,388	21	0	21	57	22
State Grade	12	B	517	29	38	0	38	38	24	517	76	24	1	22	64	12	512.6	24	17	0	17	58	25
Central High School	12	All	509	16	31	0	31	31	38	506	15	13	0	13	53	33	507.1	15	13	0	13	53	33
Northern High School	12	All	520	20	40	0	40	30	30	520	22	40	0	40	50	10	508.6	14	21	0	21	43	36
Western High School	12	All	516	65	37	0	37	34	29	517	163	30	1	29	57	13	510.0	53	17	0	17	53	30
District Grade	12	All	518	7,059	37	0	37	38	25	519	18,469	33	0	33	57	10	514.6	5,388	21	0	21	57	22
State Grade	12	All																					

Content Analysis Report (Figure 3a, 3b, 3c)

The Content Analysis Report presents specific content information by building, for each student who took the MEAP tests. A student's total raw score points, percent of points correct, scale score and performance level are provided. The mean scores for each strand of a content area are provided to give specific information to educators on a student's strengths and possible needs. Information in this report is summarized for each classroom or group, as well as for the school, district, and state level.

Section A contains the title of the report, the grade level reported, and the structure of the report (e.g., List by Student, Summary). The test cycle and content area are also provided, along with the school district and school building names and codes.

Section B lists each student's Unique Identification Code (UIC) in the left-hand column, followed by the student's name.

Section C provides, by student, the test form administered (F), the points earned out of total points possible, and the percent of points earned. The next columns present the student's scale score and performance level relative to meeting Michigan standards. Definitions of Field Codes, Score Codes, and Levels are provided at the top of the report.

Section D describes the number of points achieved on each strand of the test, along with the total number of points possible for each strand.

Section E refers to the summary line that provides a mean score of points achieved (Mean Points), percentage of points correct (Mean %C), and the mean scale score (Mean SS) for each preceding classroom or group of students, identified by the school. The percentage of students within a group that met or exceeded the Michigan standards is identified as "%M."

Section F (3b) provides a grade level summary of scores for all classrooms or groups identified by the school.

Section G (3c) provides a comparative set of mean score information for grade, district, and state. There are separate reports for all students, non-special education students, and special education students.

Please note:

On the Content Analysis Report for ELA, students receive numerical Comment Codes, which represent feedback statements about their scores on the extended response tasks. Condition Codes (A-E) also appear on the ELA report in cases where students' written responses could not be scored.

Figure 3a

MEAP

**Content Analysis Report - Public
Grade 12 List by Student
Fall 2004 Mathematics**

01002 Pleasantville Public Schools
10003 Central High School

A

Field Codes	
UIC	Unique Identification Code
F	Form: B-Operational, C-Emergency
%M	Met/Exceeded Standards: Level 1, 2 or M

SS = Scale Score	
	Form B
Mathematics	74 - 982

Score Codes		Levels	
A	Not Tested - Absent	1	Exceeded Standards
E	Unethical Practice	2	Met Standards
NA	Not Available/Indeterminate	3	At Basic Level
N	Nonstandard Accommodations	4	Not Endorsed
S	Standard Accommodations		
U	Unable to Participate		
BD	Blank Document		
NV	No Valid Attempt		
*	Not Included in Summary		

Central High School - Content Analysis Report - Mathematics - Grade 12, Class/Group N/A

UIC	Student Name	F	Points B = 52 Total	% Correct All Strands	Scale Score B = 74 - 982	Level	Score Codes	Patterns & Functions B = 10 Total	Geometry & Measurement B = 11 Total	Data Analysis B = 11 Total	Number Sense B = 1 Total	Numerical Operations B = 12 Total	Probability & Discrete Math B = 7 Total
1111111001	ANDERSON, MIKE	B	26.0	50	531	2		5.0	3.0	8.0	0.0	7.0	3.0
1111111002	BLECHAM, THOMAS L	B	19.0	25	444	4		1.0	5.0	2.0	0.0	4.0	1.0
1111111003	CHARLES, GUSTAV	B	25.5	49	528	3		6.0	4.5	7.5	0.0	6.5	1.0
1111111004	CHRISTIAN, SANDRA F	B	26.0	50	531	2		6.0	3.0	7.0	1.0	8.0	1.0
1111111005	DOE, JOE A	B	25.0	48	525	3		6.0	3.0	7.0	1.0	5.0	3.0
1111111006	DOE, JILL R	B	34.0	65	575	2		6.0	7.0	9.0	0.0	10.0	2.0
1111111029	EDWARD, CHARLES M	B	22.5	43	511	3		6.0	2.5	8.0	0.0	3.0	3.0
1111111030	FOWLER, MARY M	B	28.0	54	541	2		7.0	6.0	6.0	1.0	5.0	3.0
1111111031	GOPAL, RAM J	B	16.0	31	468	4	S	4.0	4.0	4.5	0.0	3.5	0.0
1111111032	HARRIS, EDWIN J	B	19.0	37	489	4		5.0	5.0	4.0	0.0	2.0	3.0
1111111033	JACQUES, CHRISTOPHER M	B	29.0	56	547	2		6.0	4.0	9.0	0.0	8.0	2.0
1111111012	LEWIS, CAROL M	B	17.0	33	476	4		5.0	2.0	3.0	1.0	3.0	3.0
1111111013	MORGAN, PETER J	B	13.5	26	448	4		3.0	3.0	3.0	1.0	1.5	2.0
1111111014	PAUL, JOHN E	B	45.0	87	672	1		10.0	11.0	8.0	1.0	8.0	7.0
1111111015	PAT, TREVOR J	B	16.5	32	472	4		5.0	2.0	4.5	0.0	4.0	1.0
	Q., MIKE	B	22.5	43	511	3		4.0	5.5	5.0	1.0	6.0	1.0
1111111016	REIS, PIRI M	B	12.0	23	435	4		3.0	1.0	5.0	0.0	3.0	0.0
1111111017	REYNOLDS, JOSHUA	B	30.5	59	555	2		4.0	7.0	6.0	1.0	8.5	4.0
1111111018	ROE, JANE L	B	28.0	54	541	2		6.0	2.0	6.0	1.0	10.0	3.0
	SMITH, DAVID J	B	35.5	68	584	2		7.0	7.0	7.5	1.0	10.0	3.0
1111111025	SMITH, ELSIE L	B	25.0	48	525	3		6.0	2.0	5.0	1.0	9.0	2.0
1111111026	SMITH, ELIZABETH M	B	28.5	55	544	2		7.0	3.5	8.0	0.0	9.0	1.0
1111111027	STOWE, HARRIET L	B	14.5	28	457	4		4.0	0.0	6.5	0.0	2.0	2.0
1111111023	THOMAS, QUAIN T A	B	25.5	49	528	3		6.0	5.5	6.0	0.0	7.0	1.0
1111111024	TRUMAN, THERASA A	B	18.0	35	483	4		4.0	3.0	3.0	1.0	4.0	3.0
1111111045	WOOD, SARA L	B	21.0	40	502	3		4.0	3.0	9.0	0.0	3.0	2.0
Summary - N/A (Mean Points, Mean %C, Mean SS, %M)		B	21.7	42	502	26%		5.0	3.9	5.4	0.4	5.2	1.9
Summary - N/A (%M all Forms)		All			502	26%							

Figure 3b

MEAP	Content Analysis Report - Public	
	Grade 12 Summary	
	Fall 2004 Mathematics	
	01002Pleasantville Public Schools	
	10003 Central High School	

Field Codes	
Pts.	Points
SS	Scale Score
<10 No scores provided if <10 students	

SS = Scale Score	
	Form B
Mathematics	74 - 982

Levels	
1	Exceeded Standards
2	Met Standards
3	At Basic Level
4	Not Endorsed

Central High School - Content Analysis Report - Mathematics - Grade 12 Summary															
	Class/Group	Form	Mean Pts. B = 52 Total	Mean SS	Student Count	% Level 1	% Level 2	% Level 3	% Level 4	Patterns & Functions B = 10 Total	Geometry & Measurement B = 11 Total	Data Analysis B = 11 Total	Number Sense B = 1 Total	Numerical Operations B = 12 Total	Probability & Discrete Math B = 7 Total
Class/Group	N/A	B	21.7	502	74	1	24	34	41	5.0	3.9	5.4	0.4	5.2	1.9
	0000	B			<10										
	5295	B			<10										
Grade Total	12	B	21.4	499	76	1	24	33	42	4.9	3.8	5.3	0.4	5.1	1.9
Class/Group	N/A	All		502	74	1	24	34	41						
	0000	All			<10										
	5295	All			<10										
Grade Total	12	All		499	76	1	24	33	42						



**Content Analysis Report - Public
School Summary
Fall 2004 Mathematics**

 01002 Pleasantville Public Schools
 10003 Central High School

Figure 3c
Field Codes

Pts. Points

SS Scale Score

<10 No scores provided if <10 students

Levels

- 1 Exceeded Standards
- 2 Met Standards
- 3 At Basic Level
- 4 Not Endorsed

Central High School - Content Analysis Report - Mathematics - School Summary

	Grade	Form	Mean Pts.	Mean SS	Student Count	% Level 1	% Level 2	% Level 3	% Level 4	Patterns & Functions	Geometry & Measurement	Data Analysis	Number Sense	Numerical Operations	Probability & Discrete Math
School Grade	10	B			<10										
District Grade	10	B	32.8	571	15	7	80	0	13	6.3	6.1	7.9	0.5	8.6	3.2
State Grade	10	B	29.1	550	3,099	8	55	18	19	6.2	5.4	7.2	0.4	7.0	2.8
School Grade	10	All			<10										
District Grade	10	All		571	15	7	80	0	13						
State Grade	10	All		550	3,099	8	55	18	19						
School Grade	11	B	21.8	501	10	0	30	20	50	5.3	3.7	5.0	0.6	5.0	2.2
District Grade	11	B	18.6	479	39	0	21	23	56	4.6	2.9	4.5	0.5	4.1	2.0
State Grade	11	B	27.1	539	4,903	12	42	15	32	5.9	5.0	6.6	0.4	6.5	2.8
School Grade	11	All		501	10	0	30	20	50						
District Grade	11	All		479	39	0	21	23	56						
State Grade	11	All		539	4,903	12	42	15	32						
School Grade	12	B	21.4	499	76	1	24	33	42	4.9	3.8	5.3	0.4	5.1	1.9
District Grade	12	B	21.1	496	148	1	26	24	49	4.8	3.6	5.5	0.4	4.9	1.9
State Grade	12	B	20.3	493	16,465	1	22	23	55	4.9	3.4	5.2	0.3	4.5	1.9
School Grade	12	All		499	76	1	24	33	42						
District Grade	12	All		496	148	1	26	24	49						
State Grade	12	All		493	16,465	1	22	23	55						
School Grade	All	B	21.6	501	90	1	26	30	43	5.0	3.8	5.3	0.4	5.1	2.0
District Grade	All	B	21.5	499	203	1	30	22	47	4.9	3.7	5.5	0.4	5.1	2.0
State Grade	All	B	22.9	510	24,707	4	30	20	45	5.3	4.0	5.8	0.3	5.3	2.2
School Grade	All	All		501	90	1	26	30	43						
District Grade	All	All		499	203	1	30	22	47						
State Grade	All	All		510	24,707	4	30	20	45						

Content Analysis Report – District Summary (Figure 4)

The Content Analysis Report – District Summary provides summary score information for each MEAP content area by strand for each school in the district. Test forms used in each individual school divide the report. Following the scores for each test form, a comparison mean at both the district and state level is provided.

Section A contains the title of the report, the subject area tested and the test cycle. The school district name and code are also provided.

Section B lists each school's name, the grade being reported, and the test form students used.

Section C lists the mean points, mean scale score, number of students taking the test for each test form and the percent of students at each level relative to meeting Michigan's performance standards. The Field Codes and Levels are defined at the top of the report.

Section D lists the mean points correct for each strand of a content area.

Information in this report is summarized for each school, district, and the state.

Figure 4

MEAP	Content Analysis Report - Public	
	District Summary	
	Grade 12 Summary	
	Fall 2004 Mathematics	
	(A)	
	01002 Pleasantville Public Schools	

Field Codes	
Pts.	Points
SS	Scale Score
<10 No scores provided if <10 students	

SS = Scale Score	
	Form B
Mathematics	74 - 982

Levels	
1	Exceeded Standards
2	Met Standards
3	At Basic Level
4	Not Endorsed

Pleasantville Public Schools - Content Analysis Report - Mathematics - Grade 12 District Summary																																													
	Grade	Form	Mean Pts. B = 52 Total			Mean SS				Student Count				%				Level				Patterns & Functions B = 10 Total				Geometry & Measurement B = 11 Total				Data Analysis B = 11 Total				Number Sense B = 1 Total				Numerical Operations B = 12 Total				Probability & Discrete Math B = 7 Total			
			Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4							
Central High School	12	B	21.4	499	76	1	24	33	42	4.9	3.8	5.3	0.4	5.1	1.9																														
Northern High School	12	B	15.2	456	20	0	10	5	85	3.5	2.6	3.8	0.5	3.0	1.8																														
Western High School	12	B	22.9	508	52	0	37	19	44	4.2	3.7	6.4	0.3	5.4	1.8																														
District Grade	12	B	21.1	496	148	1	26	24	49	4.6	3.6	5.5	0.4	4.9	1.9																														
State Grade	12	B	20.3	493	16,465	1	22	23	55	4.9	3.4	5.2	0.3	4.5	1.9																														
Central High School	12	All		499	76	1	24	33	42																																				
Northern High School	12	All		456	20	0	10	5	85																																				
Western High School	12	All		508	52	0	37	19	44																																				
District Grade	12	All		496	148	1	26	24	49																																				
State Grade	12	All		493	16,465	1	22	23	55																																				

Demographic Analysis Report (Figure 5)

For each content area tested, the Demographic Analysis Report provides a summary breakdown of scores by several demographic factors. The report sorts scores by demographics and educational program categories, including gender, ethnicity, economically disadvantaged, special education, Limited English Proficient (LEP) or Formerly LEP (FLEP), and migrant. The report also indicates whether the student took the test with standard or non-standard accommodations. Categories of homeless and less than full academic year are also listed on this report. The scale score, the number of students for each subgroup category of students, and the percent that met or exceeded Michigan standards are included. Summary data comparing the school, district, and state scores concludes the report. In compliance with federal and state mandates, separate reports are now provided for three groups of students – all students, non-special education students, and special education students.

Section A contains the title of the report, the grade level reported, and the test cycle. The school district name, school building name, and codes are also provided.

Section B lists the various demographic subgroups beginning with Gender and Ethnicity. Ethnicity is broken down by federal requirements (see a MEAP manual for definitions or online at www.michigan.gov/meap) as American Indian or Native Alaskan; Asian or Pacific Islander; Black, Not of Hispanic Origin; Hispanic; White, Not of Hispanic Origin; Multiracial; Other; or Unspecified. The following variables receive “yes” or “no” responses: Economically Disadvantaged; Special Education; Standard Accommodations; Non-Standard Accommodations; Limited English Proficient (LEP); Formerly Limited English Proficient (FLEP); Migrant; Homeless; and Less Than Full Academic Year.

Section C provides the mean for each subgroup for each content area tested. This section includes the mean scale score (SS) for the content area, the number of students (n), and the percent of students that “Met” or “Exceeded” Michigan (M%) standards for the subgroup. Additionally, this section provides the percent of students that fall in each of the performance categories (1—4). Definitions of the Field Codes and the Scale Score ranges are provided in the boxes at the top of the page. The content areas of mathematics, science, and social studies are shown on one page, while English language arts is reported on a second page.

Section D (the bottom row) provides the summary for the grade level by giving the mean scale score, the percentage of students that “Met” or “Exceeded” the standards for each content area tested, and the percentage of students represented at each of the four performance levels. The number of students in this section reflects the number of tests that were included in the summary scores. Tests were excluded from summary data if a student took the test with non-standard accommodations, or if a student displayed unethical behavior during a test.

Section E (not shown) prints as the last page of this report and provides the mean scale scores, number of students, and percent of students that met or exceeded the standards for the school, the district, and the state in the content areas tested for each grade level.

The Demographic Analysis Reports are also available for the district. The district level report provides summary information from all schools in the district on each form of the test taken at each grade level as well as a summary for the district and state.

Figure 5

MEAP Demographic Analysis - Public
Grade 12
All Subjects
Fall 2004

01002 Pleasantville Public Schools
10003 Central High School

A

Field Codes	
SS	Scale Score
n	Number of students
%M	Percent Met or Exceeded Michigan Standards Level 1, 2, or M
*	Not Included in Summary
<10 No scores provided if <10 students	

SS = Scale Score	
	Form B
Mathematics	74 - 982
Science	73 - 1113
Social Studies	272 - 738
Reading	368 - 715
Writing	458 - 578
ELA	413 - 646.5

Levels	
1	Exceeded Standards
2	Met Standards
3	At Basic Level
4	Not Endorsed

Central High School - Demographic Analysis - Grade 12																							
Form B - Operational Test			Mathematics							Science							Social Studies						
			SS	n	%M	% Level 1	% Level 2	% Level 3	% Level 4	SS	n	%M	% Level 1	% Level 2	% Level 3	% Level 4	SS	n	%M	% Level 1	% Level 2	% Level 3	% Level 4
Gender	M		498	39	33	3	31	26	41	508	31	26	26	32	42	472	13	15		15	8	77	
	F		500	37	16		16	41	43	515	36	39	39	31	31		<10						
No Record																							
Ethnicity	Amer. Indian or Alaskan Natv. (1)		<10																				
	Asian or Pacific Islander (2)		<10																				
	Black, Not of Hispanic Origin (3)		<10																				
	Hispanic (4)		<10																				
	White, Not of Hispanic Origin (5)		501	67	27	1	25	33	40	510	64	31		31	31	38	477	18	17		17	11	72
	Multiracial (6)		<10																				
	Other (7)																						
	Unspecified (8)																						
Economically Disadvantaged	Yes		476	18	22		22	17	61	503	11	45		45		55		<10					
	No		507	58	26	2	24	38	36	513	56	30		30	38	32	492	14	21		21	14	64
Special Education	Yes		<10							<10							<10						
	No		507	69	26	1	25	35	39	512	62	32		32	34	34	489	15	20		20	13	67
Standard Accommodations	Yes		<10							<10							<10						
	No		506	70	27	1	26	34	39	513	63	33		33	33	33	488	16	19		19	13	69
Non-Standard Accommodations	*Yes																						
	No		499	76	25	1	24	33	42	511	67	33		33	31	36	477	19	16		16	11	74
Limited English Proficient	Yes		<10																				
	No		500	75	25	1	24	33	41	511	67	33		33	31	36	477	19	16		16	11	74
Formerly Limited English Proficient	Yes																						
	No		499	76	25	1	24	33	42	511	67	33		33	31	36	477	19	16		16	11	74
Migrant	Yes																						
	No		499	76	25	1	24	33	42	511	67	33		33	31	36	477	19	16		16	11	74
Homeless	Yes																						
	No		499	76	25	1	24	33	42	511	67	33		33	31	36	477	19	16		16	11	74
Less Than Full Academic Year	Yes		<10							<10													
	No		499	75	24	1	23	33	43	513	66	33		33	32	35	477	19	16		16	11	74
Summary - Grade 12			499	76	25%	1	24	33	42	511	67	33%	0	33	31	36	477	19	16%	0	16	11	74

Item Analysis Report (Figures 6a and 6b)

The Item Analysis Report provides a description of each selected-response (multiple-choice) item and each constructed-response (open-ended) item on the test, including the primary Michigan benchmark measured by each item. This report shows the percentage of students selecting each response. This report indicates item statistics summarized by classroom or group, building, district, and state to enable comparisons to be made across the state.

Section A provides the title of the report, the grade level, the content area of the test items covered in the report and the test cycle. The school district and school building names and codes are also provided.

Section B lists the Michigan benchmark code corresponding to each test item.

Section C provides a description of each item that appears on the test. Strand titles are bolded and followed by a content standard. All related item descriptions are listed below the content standard.

Section D indicates the percentage of students selecting each response to the multiple-choice questions. The asterisk (*) denotes the correct response.

Sections E - H presents information on the number of students included within a class or group (E), a school (F), a district (G), and the state (H), and the proportion of students within each of those groups who correctly responded to a multiple-choice item. Presenting this information side-by-side allows for comparisons to be made across groups. Definitions of Field Codes are provided in the box at the top of the page.

Section I (6b) provides information similar to that contained in section C, but for the constructed-response (or extended-response) items on a test.

Section J shows the percent of students achieving each score level on a constructed-response question.

Section K shows the percent of student responses that received condition codes that are defined at the top of the first page. Condition codes for mathematics, science and social studies are: A) Off Topic, B) Illegible, C) Foreign Language, and D) Blank. For the English language arts tests there are three condition code sets, one for each of the constructed-response tasks. They are included with the holistic rubrics on pages 6 to 8 in this document.

Please Note:

Some test items may be particularly difficult or easy. Educators may consider how well their student groups did on a test item, benchmark, or strand in relation to the state results reported. State results provide a good measure of how easy or difficult a test item is for all students.

Several items may assess a particular benchmark or strand while only a single test item may be used to assess others. A large number of test items provides more reliable results. Both of these factors may confound the interpretation of item analysis reports.

Teachers may use the Item Analysis Report to pose a hypothesis about how a group of students has performed on a benchmark or strand within a subject. This hypothesis should then be further evaluated using classroom and other assessment information before making decisions to adjust curriculum or instruction.



Figure 6a

Field Codes

n	Number of Students Included
%C	Percent Correct
*	Correct Response
<10	No scores provided if <10 students

Condition Codes

A	Off topic
B	Illegible
C	Foreign language
D	Blank

Central High School - Item Analysis - Multiple Choice Mathematics - Grade 12, Class/Group N/A - Form B

Benchmark	Strand, Content Standard and Item Descriptions	% Students Responding				Class		School		District		State	
		A	B	C	D	n	% C	n	% C	n	% C	n	% C
	Patterns, Relationships and Functions												
	Patterns												
I.1.h.1	Continuing an arithmetic pattern	62	4	*34	0	74	33.8	76	32.9	148	34.5	16,465	33.3
I.1.h.2	Continuing a pattern with Fibonacci numbers	4	28	*25	*41	4	40.5	6	40.8	148	42.6	16,465	47.3
I.1.h.3	Extending sequence of triangular numbers	12	9	*3	7	4	67.6	6	67.1	148	63.5	16,465	67.5
I.1.h.2	Determining multiplicative pattern from a table	11	*8	4	4	74	19.7	76	17.6	148	15.7	16,465	15.4
I.1.h.2	Interpreting line graph	3	1	7	*85	74	85.1	76	85.5	148	83.8	16,465	83.0
I.1.h.2	Continuing an arithmetic pattern	9	*58	7	22	74	58.1	76	57.9	148	54.7	16,465	53.5
I.1.h.4	Describing transformation of graph of equation	*26	41	19	11	74	25.7	76	25.0	148	25.0	16,465	28.5
I.1.h.5	Reading & interpreting a matrix	5	*57	9	23	74	56.8	76	55.3	148	56.1	16,465	58.5
	Variability and Change												
I.2.h.2	Finding population that increases exponentially	23	*38	15	24	74	37.8	76	38.2	148	33.8	16,465	36.5
I.2.h.2	Comparing rates of growth	24	27	34	*11	74	10.8	76	10.5	148	11.5	16,465	11.4
	Geometry and Measurement												
	Shape and Shape Relations												
II.1.h.1	Determining 3-d object given 2-d views	*66	9	16	8	74	66.2	76	64.5	148	61.5	16,465	58.9
II.1.h.4	Selecting design to match result of folding & cutting paper	24	18	*34	24	74	33.8	76	32.9	148	33.8	16,465	32.2
II.1.h.5	Describing shape of transformation of triangle	30	32	*30	7	74	29.7	76	28.9	148	27.0	16,465	36.3
II.1.h.7	Finding surface area of pool & paint needed	14	*39	32	11	74	39.2	76	38.2	148	35.1	16,465	29.7
	Measurement												
II.3.h.2	Finding perimeter of Koch snowflake	30	*12	50	8	74	12.2	76	11.8	148	13.5	16,465	19.3
II.3.h.2	Finding length of leg of right triangle	20	*59	11	8	74	59.5	76	57.9	148	53.4	16,465	56.6
II.3.h.6	Calculating surface area of trapezoid	16	23	*36	20	74	36.5	76	35.5	148	36.5	16,465	33.0
	Data Analysis and Statistics												
	Collection, Organization and Presentation of Data												
III.1.h.1	Using given info to complete table & answer question	*55	9	18	14	74	55.4	76	53.9	148	48.0	16,465	43.4
III.1.h.4	Determining relevant survey question	15	11	8	*66	74	66.2	76	64.5	148	54.7	16,465	54.0
III.2.h.1	Interpreting double bar graph	14	19	*41	23	74	40.5	76	39.5	148	47.3	16,465	46.4
III.2.h.1	Drawing conclusion from a bar graph	12	5	*69	9	74	68.9	76	67.1	148	70.3	16,465	67.8
III.2.h.2	Calculating percentile rank	7	15	14	*65	74	64.9	76	63.2	148	66.2	16,465	60.6
III.2.h.2	Calculating mean, median, & mode given data in a chart	19	19	7	*54	74	54.1	76	52.6	148	50.0	16,465	52.7
III.2.h.3	Drawing conclusion about measures of central tendency & spread	*47	26	15	8	74	47.3	76	46.1	148	48.6	16,465	47.9
	Number Sense and Numeration												
	Concepts and Properties of Numbers												
IV.1.h.3	Identifying algebraic properties in order of occurrence in a proof	19	19	23	*38	74	37.8	76	36.8	148	37.2	16,465	28.4
	Numerical and Algebraic Operations and Analytical Thinking												
	Operations and Their Properties												
V.1.h.2	Matching equation to function defined by ordered pairs	*24	18	30	24	74	24.3	76	25.0	148	23.6	16,465	25.7
V.1.h.4	Calculating ratio of elements in sets	*66	11	16	7	74	66.2	76	67.1	148	57.4	16,465	45.5
V.1.h.4	Finding area of rectangle w/ sides from 2 squares of known area	*35	19	22	20	74	35.1	76	35.5	148	39.9	16,465	33.4
V.1.h.4	Using matrix to find cost	4	4	*80	8	74	79.7	76	77.6	148	75.7	16,465	70.2

Figure 6b

Central High School - Item Analysis - Multiple Choice Mathematics - Grade 12, Class/Group N/A - Form B (continued)													
Benchmark	Strand, Content Standard and Item Descriptions	% Students Responding				Class		School		District		State	
		A	B	C	D	n	% C	n	% C	n	% C	n	% C
	Algebraic and Analytic Thinking												
V.2.h.1	Translating verbal description to expression	9	7	*30	50	74	29.7	76	28.9	148	25.7	16,465	26.2
V.2.h.2	Selecting scatterplot that indicates functional relationship	8	12	8	*70	74	70.3	76	68.4	148	68.2	16,465	76.6
V.2.h.2	Analyzing equation to maximize profit	11	12	35	*41	74	40.5	76	40.8	148	42.6	16,465	39.1
V.2.h.2	Evaluating exponential expression	15	12	24	*45	74	44.6	76	44.7	148	37.8	16,465	38.4
	Probability and Discrete Mathematics												
	Probability												
VI.1.h.1	Determining probability of selecting a value	16	*43	27	12	74	43.2	76	44.7	148	37.8	16,465	40.9
VI.1.h.3	Finding probability of compound independent event	15	46	35	*4	74	4.1	76	3.9	148	2.0	16,465	5.6
VI.1.h.3	Finding probability of selection with replacement	20	*27	23	26	74	27.0	76	27.6	148	29.1	16,465	24.0
VI.1.h.3	Finding probability of selection without replacement	45	30	20	*1	74	1.4	76	2.6	148	5.4	16,465	7.1
VI.1.h.3	Finding probability of independent events	*14	50	28	4	74	13.5	76	13.2	148	15.5	16,465	16.6
	Discrete Mathematics												
VI.2.h.4	Selecting algebraic expression showing height of bouncing ball	*9	47	28	15	74	9.5	76	9.2	148	11.5	16,465	16.9
VI.2.h.4	Matching bar graph to spinner results	0	7	*91	1	74	90.5	76	90.8	148	86.5	16,465	83.1

Central High School - Item Analysis - Constructed Response Mathematics - Grade 12, Class/Group N/A - Form B													
Benchmark	Strand and Item Descriptions		Number of Students	Mean Score	Percent of Students at Score					Condition Codes (Score is 0)			
					0.0 - 0.5	1.0 - 1.5	2.0 - 2.5	3.0 - 3.5	4	A	B	C	D
	Geometry and Measurement												
II.3.h.2	Drawing 3-d object & determining area	Class	74	1.2	50.0	16.2	13.5	16.2	4.1	1.4	0.0	0.0	12.2
		School	76	1.1	51.3	15.8	13.2	15.8	3.9	2.6	0.0	0.0	13.2
		District	148	1.0	53.4	20.3	9.5	12.8	4.1	4.1	0.0	0.0	11.5
		State	16,465	0.7	62.0	20.2	7.5	8.7	1.6	2.0	0.0	0.0	13.9
	Data Analysis and Statistics												
III.2.h.3	Interpreting bar graphs & drawing conclusion	Class	74	1.4	31.1	24.1	27.0	14.9	2.7	1.4	0.0	0.0	13.5
		School	76	1.4	32.9	23.7	25.3	14.5	2.6	2.6	0.0	0.0	13.2
		District	148	1.6	31.1	20.9	23.0	17.6	7.4	4.1	0.0	0.0	12.8
		State	16,465	1.5	33.5	22.1	23.8	12.5	8.1	1.7	0.0	0.0	11.1
	Numerical and Algebraic Operations and Analytical Thinking												
V.2.h.3	Maximizing revenue from ticket sales	Class	74	1.3	50.0	20.3	5.4	10.8	13.5	2.7	0.0	0.0	12.2
		School	76	1.2	51.3	19.7	5.3	10.5	13.2	3.9	0.0	0.0	11.8
		District	148	1.2	52.7	18.9	2.7	9.5	16.2	5.4	0.0	0.0	8.8
		State	16,465	1.0	60.9	15.5	4.8	5.9	12.9	1.6	0.0	0.0	10.4

Student Report Description (Figure 7)

The intent of the Student Report is to provide a detailed description of each student's performance in the content areas tested on the MEAP. This report is designed to help parents and guardians identify the academic strengths of their student and areas that may need improvement. Information from this report may be helpful when discussing academic progress of the student with the classroom teacher(s).

The Student Report is printed for individual students in a back-to-back format. The report is designed to be inserted into a left window #10 business envelope. Schools may duplicate Student Reports for the student record files (CA-60). The "Individual Student Profile" (Student Report) is also available on the MEAP secure website www.michigan.gov/meap-secure.

Section A provides the test cycle, the grade the student was in, and the name of the student.

Section B lists the name of the school and the school district the student was enrolled in at the time of testing.

Section C provides a brief introductory letter addressed to the parent(s) or guardian(s) of the student describing the purpose of the MEAP and summarizing information contained in the Student Report. A web address is provided for parents or guardians with questions regarding MEAP.

Section D describes how the student performed in each content area, on each content area strand, and compares the number of points the student earned with the state average for each of the content area strands as well as to the total points possible for the subject area. The brief explanation for each subject area provides the performance level score the student attained and the accompanying scale score, as well as information on how the student's performance relates to

Michigan standards. For example, if a student received a Level 2 on the high school mathematics test, that student has "Met" Michigan standards.

For students taking the English language arts (ELA) test, the scores and performance levels have been divided into reading and writing. The listening portion of the ELA test is not administered in the fall test cycle.

Section E is a graphical representation of the student's performance in the content area. The bar graph displays the student's scale score compared with the state average and shows where the score falls among the four performance levels.

Section F contains the student's mailing address or address label.

Please Note:

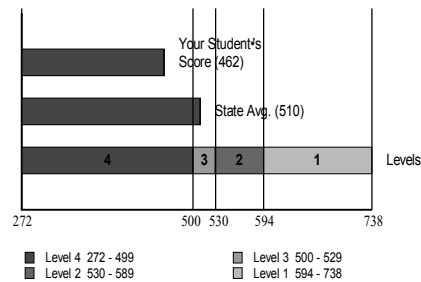
The MEAP results for individual students are most reliable and valid at the overall content area scale-score level. These scale scores also are reliably associated with a performance level. Parents can have confidence that the reported content area scale scores and performance levels provide accurate information for each subject.

Student scores for strands are also provided in these Student Reports. These are less reliable measures than subject scores and performance levels because there are fewer items within strands than on the total subject test. These results provide an approximate measure of the level of performance of the student.

Parents should be careful in drawing conclusions about a student's strengths or weaknesses at the strand level. It is more appropriate to use this strand information together with classroom assessment data, teacher-provided information, and other performance information to guide learning activities.

Performance in Social Studies

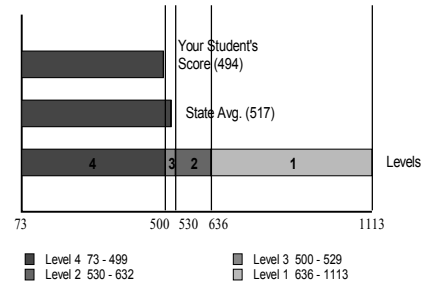
Content Assessed	Your Student's Points	State Avg. Test Points	Total Points Possible
Historical Perspective	2.0	5.5	10
Geographic Perspective	6.0	5.5	10
Civic Perspective	3.0	4.7	10
Economic Perspective	3.0	6.4	10
Inquiry	1.0	4.3	6
Decision Making	0.0	2.0	5
Total Points	15.0	28.4	51



MIKE earned 15.0 of the 51.0 points on the social studies test. The 15.0 test points correspond to a scale score of 462, indicating MIKE achieved level 4 performance in social studies. The table above displays your child's performance in social studies compared to the state average and to the maximum points possible. The bar graph above displays your student's scale score compared to the state average and shows where the score falls among the four performance levels.

Performance in Science

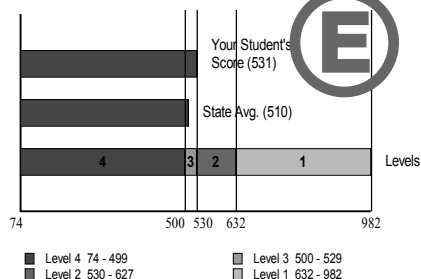
Content Assessed	Your Student's Points	State Avg. Test Points	Total Points Possible
Constructing New Scientific Information	2.0	4.6	11
Reflecting on Scientific Information	4.0	3.6	11
Using Life Science Knowledge	4.0	5.7	11
Using Physical Science Knowledge	5.0	5.5	12
Using Earth Science Knowledge	4.5	3.8	13
Total Points	19.5	23.2	58



MIKE earned 19.5 of the 58.0 points on the science test. The 19.5 test points correspond to a scale score of 494, indicating MIKE achieved level 4 performance in science. The table above displays your child's performance in science compared to the state average and to the maximum points possible. The bar graph above displays your student's scale score compared to the state average and shows where the score falls among the four performance levels.

Performance in Mathematics

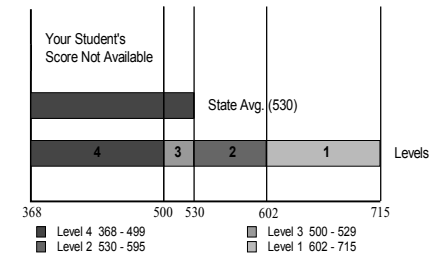
Content Assessed	Your Student's Points	State Avg. Test Points	Total Points Possible
Patterns & Functions	5.0	5.3	10
Geometry & Measurement	3.0	4.0	11
Data Analysis	8.0	5.8	11
Number Sense	0.0	0.3	1
Numerical Operations	7.0	5.3	12
Probability & Discrete Mathematics	3.0	2.2	7
Total Points	26.0	22.9	52



MIKE earned 26.0 of the 52.0 points on the mathematics test. The 26.0 test points correspond to a scale score of 531, indicating MIKE achieved level 2 performance in mathematics. The table above displays your child's performance in mathematics compared to the state average and to the maximum points possible. The bar graph above displays your student's scale score compared to the state average and shows where the score falls among the four performance levels.

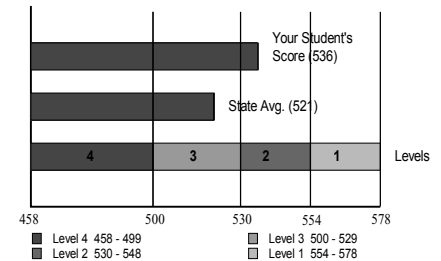
Performance in English Language Arts (ELA)

Content Assessed	Your Student's Points	State Avg. Test Points	Total Points Possible
Reading for Understanding - Within-text	N/A	10.4	18
Reading for Understanding - Cross-text	N/A	4.5	7
Response to Reading Selections	N/A	1.3	6
Total Reading Points	N/A	16.2	31



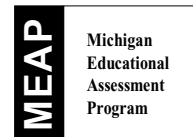
Our current records show no results for MIKE in reading for the Fall 2004 testing period. Your student may have been absent, may have taken the test in a previous test administration, or may have no test results for other reasons. You may contact your school for further information.

Content Assessed	Your Student's Points	State Avg. Test Points	Total Points Possible
Writing - Knowledge and Experience	8.0	6.3	12
Writing - Reporting and Reflecting	5.0	4.2	8
Total Writing Points	13.0	10.5	20



MIKE earned 13.0 of the 20.0 points on the writing section of the ELA test. The 13.0 test points correspond to a scale score of 536, indicating MIKE achieved level 2 performance in writing. The table above displays your child's performance in writing compared to the state average and to the maximum points possible. The bar graph above displays your student's scale score compared to the state average and shows where the score falls among the four performance levels.

MIKE ANDERSON
99999 MAIN ST
BAY CITY MI 48708



Michigan Educational Assessment Program
Fall 2004
Grade 12 Student Report
MIKE ANDERSON

10003 - Central High School
01002 - Pleasantville Public Schools



Dear Parent or Guardian(s):

This report provides information about your student's performance on the Fall 2004 Michigan Educational Assessment Program (MEAP) High School Test. MEAP is based upon the Michigan Curriculum Framework, and is one indicator of what Michigan students should know and be able to do. MEAP scores are summarized in terms of the following performance levels:

Level 1 - Endorsed - Exceeded Michigan Standards Level 3 - Endorsed - Basic Level
Level 2 - Endorsed - Met Michigan Standards Level 4 - Not Endorsed

The optional listening test was not administered in the Fall 2004 testing cycle. The Fall 2004 MEAP High School Test is offered as a retest of earlier test administrations. This report only shows your student's performance on the Fall 2004 test. It does not show performance on earlier administrations.

Please use this information, along with other academic indicators, to determine your student's strengths and areas in need of improvement. This information may also be helpful in discussing your student's academic progress with classroom teachers. For more information about the MEAP test, please visit www.michigan.gov/meap.



Student Record Labels (Figure 8)

Individual student results (other than the Student Report) for Fall 2004 are provided for each student on the Student Record Label. These results are printed in a label format for each student in the reporting cycle and mailed to the school for placement in the student record file (CA-60).

Section A contains the district and building names and codes along with the MEAP test cycle.

Section B contains the student's name, date of birth, gender, grade at time of testing, and ethnicity. Also included are the student's Unique Identifier Code Number (UIC#) and the Student Number (STU#) that is added when schools pre-ID students for testing.

Section C contains the **Subject** area tested, the test **Form** used by the student, the scale score (**SS**) received, and the **Level** the student attained on each subject area test. (Level **1** – “Exceeded Michigan Standards,” Level **2** – “Met Michigan Standards,” Level **3** – demonstrated “Basic” knowledge and skills of Michigan standards, and Level **4** – considered to be at an “Apprentice” level, showing little success in meeting Michigan standards).

The optional listening portion of the English language arts (ELA) test has two performance levels, Level **M** – “Met/Exceeded” Michigan standards and Level **D** – “Did Not Meet” Michigan standards. The listening portion of the ELA test is not offered during the fall test cycle.

The final column on the Student Record Label, **Endorsed**, indicates whether the student will receive a subject area endorsement on his/her high school diploma.

Figure 8

01002 Pleasantville Public Schools 10003 Central High School Fall 2004 M E A P	<div> <div>A</div> <div> UIC# 1111111001 MIKE ANDERSON STU# 8526 <div>B</div> 08/18/87 Gen.-F Gr.-12 Eth.-5 </div> </div>				
	Subject	Form	SS	Level	Endorsed
	Math	B	531	2	Yes
	Science	B	494	4	No
	SS	B	462 <div>C</div>	4	No
	ELA Reading				
	ELA Writing	B	536	2	Yes
	ELA R&W				
	ELA Listening				

Contact Information

Michigan Educational Assessment Program (MEAP) coordinators and test administrators should become familiar with the report layouts and information contained in this document. If district MEAP coordinators have questions after reviewing this manual, they should contact the MEAP Office at:

- **Office of Educational Assessment and Accountability**—for information about MEAP test administration procedures, content, scheduling, information about students with disabilities and appropriate assessment or accommodations, and information about the English Language Learner (ELL) program

Edward Roeber, Senior Executive Director

Marilyn Roberts, Director

Joseph Martineau, Psychometrician

Office of Educational Assessment and Accountability

Paul Bielowski, Manager, Educational Accountability

Peggy Dutcher, Coordinator, State Assessment for Students with Disabilities

Michael Radke, Supervisor, Michigan Educational Assessment Program

William Brown, Coordinator, MEAP Test Development

James Griffiths, Coordinator, MEAP Test Administration and Reporting

Rodger Epp, MEAP Science Consultant

Jane Faulds, MEAP English Language Arts Consultant

Sue Peterman, MEAP Department Analyst

Kyle Ward, MEAP Mathematics Consultant

Phone: 1-877-560-TEST (8378)

Fax: 517-335-1186

Web site: www.michigan.gov/meap (current information, test results, released items)

E-mail: MEAP@michigan.gov

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